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This guide to a curriculum for Family Life Education (including sex education) for grades kindergarten through 12 was the direct outgrowth of a summer Curriculum Writing Workshop. The project was funded under Title III of the Elementary and Secondary School Act. Teachers and counselors compiled the guide so that it could be adapted by a school system or an individual school to meet the particular needs of its students and capitalize on the talents of its staff. Emphasis is placed upon a sequential program culminating in a Specific Family Life Education Course in grade 12. Included is an integrated set of objectives, concepts, and materials, which cover emotional, physical, and social growth and development. (NG)

ED025783

FAMILY LIFE EDUCATION

A GUIDE TO A CURRICULUM

CG 002 759

PREPARED BY METRO
IN CONJUNCTION WITH
THE GREATER HARTFORD COMMUNITY COUNCIL
AND PRODUCED UNDER
ESEA TITLE III

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FAMILY LIFE EDUCATION

A Guide To A Curriculum

December 1, 1967

FOREWORD

A considerable amount of interest in Family Life Education including sex education has been expressed by local communities, churches and school systems of the METRO area. In response to this interest the Greater Hartford Community Council and the METRO staff planned for and organized a summer Curriculum Writing Workshop. The Workshop had the responsibility of planning and developing a guide to be used by communities implementing their own Family Life Education program.

The guide is an integrated set of objectives, concepts and materials compiled by experts--classroom teachers and consultants. It is a suggested program to be adapted by a school system or an individual school to meet the particular needs of its students and to capitalize on the special talents of its staff.

ACKNOWLEDGEMENTS

Sincere appreciation is extended to all who personally have given enthusiastic support, guidance, and expertise, and to all cooperating agencies; business, industry and education, in the development of the Guide To A Curriculum.

This cooperative venture toward the improvement of education for young people has opened avenues leading toward solutions to an area of major concern common to the region.

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Table of Contents

Statement of Purpose..... 1

Definition..... 3

General Objectives..... 4

Guidelines for Launching the Program..... 5

Evaluating the Program..... 8

Elementary Program..... 9

- Emotional Growth and Development..... 9
- Physical Growth and Development.....11
- Social Growth and Development.....14
- General Desired Outcomes.....16
- Teaching Materials.....17
- Vocabulary
  - K-3.....19
  - 4-6.....20

Junior High Program.....21

- Physical Growth and Development.....21
- The Family.....24
- Responsibilities Now and for the Future.....26
- Perceptions -- Present and Future.....30
- Teaching Materials.....32
- Vocabulary.....33

Senior High Program.....35

- Understanding Yourself.....35
- The Teenager in the Family.....37
- Boy-Girl Relationships.....38
- Courtship and Marriage.....40
- Parenthood.....43
- Instructional Materials Listing.....45
- Vocabulary.....47

Instructional Material Resource List.....48

Bibliography.....50

STATEMENT OF PURPOSE

A dynamic interaction between family and society results in constant change for both. It has created a complex and ever-changing environment which possesses both new opportunities and new problems for the individuals living in the society. "Many of the old value systems and glib answers are being challenged and there seems to be emerging: a new concept of morality; new male and female roles; new family living patterns; a new place for sex and sexuality in life, and a new value is being placed upon the individuals rights."(1) There are no ready made, simple, or easy answers to the questions so often asked, "What should I do?", "How should I act?", or "What is right?".

The social problems which have resulted from familial and societal changes reflect the inability of people to live with themselves, their families, others and society. Therefore, the goal of Family Life Education is to provide "the knowledge and develop the attitudes that will help individuals to live a more satisfying life, creatively enriched and productive as a member of his family, his community, and his wider society, both national and international."(2)

The social, emotional, and physical problems you see, hear, and read about are on the increase in Connecticut as well as the rest of the nation. Today we live in an erotic society where almost every phase of our life is bombarded with sexually stimulating materials. These are just two of the many reasons why the schools in the state of Connecticut have accepted the responsibility of supplementing and complementing the home, church, and community by planning and conducting Family Life Education programs K-12.

The family has the major responsibility for providing family life education because it has the greatest influence upon its members and is the basic and fundamental unit of society. However, it is obvious that the kind of program or programs needed to accomplish the above goals cannot be provided by one unit of society. The schools must increasingly direct themselves to assume their share

(1) From "Emerging Ideas Concerning Family Life Education" article by National Council on Family Relations.

(2) Statement by Dr. Eleanore Luckey, Head of the Department of Child Development and Family Relations, University of Connecticut, Storrs.

of the job in shaping not only the student's intellect but his values and attitudes. The family, school, church, and other community agencies must become partners in providing family life education. And, each community must develop its own family life education programs tailored to meet its specific needs.

In order to fulfill its responsibility in producing mature, responsible adults, the school must include in its curriculum a sequential Family Life Education program in grades K-12.

The following Guide to a Curriculum has been produced to help schools develop and carry out their own Family Life Education programs. The document is not a series of lesson plans; it is certainly not a curriculum guide for a regional school system; it is not even a curriculum guide to be adopted by a local school system. It is an integrated set of objectives, concepts and materials compiled by experts -- classroom teachers and consultants. It is a suggested program to be adapted by a school system or an individual school to meet the particular needs of its students and to capitalize on the special talents of its staff. It is a starting point for communities as they marshall their resources in the development of local Family Life Education programs.

DEFINITION

FAMILY LIFE EDUCATION

Family Life Education involves those experiences which help individuals lead happier and more satisfying lives. It helps youth and adults accept their male and female roles as children, single adults, married persons, and parents in today's society; and which helps them better to understand their emotional, social, physical, moral, and intellectual growth and development as it relates to their ability and responsibility to live with themselves, their families, other youth, adults and society.

GENERAL OBJECTIVES

1. To help students understand that the family unit is basic to society.
2. To help students understand that each member of the family has a role which must be assumed in order to contribute toward affection, loyalty and cooperation in the home.
3. To prepare students to enrich the life of the community and the nation through the collective action of individuals well-taught in the differing phases of family life.
4. To meet the needs of growing individuals by helping them understand their body structure, its functions, and the differences in individual growth.
5. To help students understand how emotions and attitudes affect behavior and how they can control their emotions and attitudes instead of being controlled by them.
6. To stimulate growth in self-understanding in order to increase competence in meaningful, interpersonal relationships.
7. To develop values and attitudes that will serve to guide students in making responsible decisions in social problem areas.
8. To help youth prepare for the problems and joys of everyday living.
9. To help students realize what it takes to establish and maintain a successful marriage and family.
10. To develop an appreciation of sexual behavior as an integral part of life and see it in the perspective of one's whole life.

GUIDELINES FOR LAUNCHING THE PROGRAM

I. Its Place In The Curriculum

The Family Life Education program outlined in this guide encompasses the grades K-12. In K-6 the individual classroom teacher assumes the responsibility of integrating all phases of this program with existing science, health, physical education, social studies and language arts curricula. Where departmentalized plans exist, this sequential program necessitates the close cooperation of participating teachers.

However, the secondary programs in most towns are developed on strictly departmentalized systems. Thus, going back to the original goal of this guide it is again emphasized that the specific goals and objectives of Family Life Education on the junior high school level will best be met by allotting a specific time for this program within the total curriculum. If there is not a specific time allowed for this program it could become an integral part of any or all existing curriculum areas. Many facets of Family Life Education are now included in segmented areas of the high school curriculum, for example: physical sex education in Biology, interpersonal relations in Problems of Democracy, home management in Home Economics. The subject matter is neither fully covered nor presented in a logical sequence. It is strongly recommended that Family Life Education be organized within the framework of a sequential program culminating in a specific Family Life Education course in grade 12.

The curriculum on all levels must be flexible enough to provide for variances in communities or in areas in a specific community, but firm enough to insure boys and girls of the information and assistance when it is needed.

II. Suggested Teaching Procedures

In a Family Life Education program students must be encouraged to ask questions, and they must receive adequate and honest answers. It is essential that teachers feel free of any embarrassment in accomplishing this. The following three slogans could be used as a guide toward a successful program: (1) make it matter to the student; (2) make it real, and (3) make it work.*

The selection of content and resources for a particular grade level should be based on a consideration of the pupils established knowledge, psychological readiness, and intellectual capacities. Suggested techniques and materials the instructor might use are:

A. Capitalizing on students' questions,
B. Small group discussion,
C. Role playing,
D. Reading newspapers and periodicals for articles on family living,

* Force, Elizabeth S., 1962, Teaching Family Life Education, Teachers College, Columbia University, page 17

E. Panel discussions,
F. Open-ended questions,
G. Speakers

1. Happily married couples
2. Engaged couples
3. Doctors
4. Nurses
5. Clergy
6. Single adult
7. Family counselors

H. Instructional materials

1. films
2. books
3. tapes
4. filmstrips
5. records
6. transparencies.

III. Implementing The Program

A. The Administrative Staff must stimulate an awareness of the importance of this program by taking a positive stand to initiate interest and enthusiasm on the part of the entire staff and faculty.

B. The Board of Education should be made aware of the objectives of this area in the curriculum, the contents of the course, and that a full evaluation is a long term proposition. With an understanding of the need of such a program, the members of the Board should approve or disapprove the inauguration of Family Life Education. If approval is given, the Board should strongly support the program, both financially and by public endorsement.

C. The Teacher -- A mentally healthy teacher, vitally interested in the present and future well-being of the students entrusted to him or her, is of fundamental importance in Family Life Education. As the over-all goal of the program is to help the students to adjust to life, the teacher at all times should try to stimulate thinking and the formulation of beliefs, standards, and goals. At no time should the teacher try to impose his or her ideas and standards -- simply encourage the ideas, giving all sides, so that the socially healthy way is plainly the logical way.

D. Parents -- Close contact with parent groups is a most important phase of a program of Family Life Education. Parents should be invited to grade level meetings at planned intervals during the school year in order to become acquainted with materials that will be presented later in the classroom. Be ready to explain the program to PTA groups, service organizations and individuals in the community. Ask for questions and take advantage of any help available. An informed citizenry is a helpful one.

E. Youth -- Involve the young people themselves in the dialogue, previewing instructional materials, find out what it is they want, what their needs and questions are. Involve each age group in concern and planning for the next younger age group.

THE PROGRAM SHOULD BE STARTED CAREFULLY AND THOUGHTFULLY: it should start without excitement and move slowly with constant evaluation.

IV. Developing The Curriculum

A. Although there is abundant evidence that certain phases of Family Life Education have been presented in the past within hazily defined limits of a total curriculum, it is now necessary to develop a complete syllabus. Each level of a given curriculum must now be evaluated to determine where or how much Family Life Education has been integrated. This phase of curriculum planning should be done by a representative group of the total staff.

B. Utilizing the information gathered from the given curriculum areas in addition to the guide provided by METRO, as well as any other source*, a working syllabus should be devised. Again, this curriculum should be developed by a small, representative nucleus of the administration and teaching staff.

V. In-service Program

All teachers in the system, not just those teaching this area, must understand the objectives of the program and be loyal and cooperative in its administration. A few words of unjust criticism may cause prejudice and foreboding. If a comprehensive program of Family Life Education is to be implemented, a broad base program for all teachers and in-depth training for those teachers presenting the program will be required. Not only do teachers need training in current knowledge, theory, and research in family life, but they also need to re-examine their own attitudes and feelings in this area. Teachers should possess positive, healthy and accepting attitudes towards family life and human sexuality.

* See Bibliography for other sources

EVALUATING THE PROGRAM DEVELOPED FROM THIS GUIDE

The content of this guide indicates: (1) a possible beginning of instruction, and (2) a continuing thread of learning experienced by the pupil as he moves progressively through to the completion of the secondary school. It is anticipated that this guide to a curriculum will undergo continuous revision and incorporate additional materials periodically.

The following considerations should be kept in mind in evaluating a curriculum guide:

A. Is it sequential?

B. Is it relevant to life situations?

C. Will your guide benefit all?

D. Is the information presented adequately and accurately?

E. Is it realistic?

F. Does it allow for greater communication among participants?

G. Does it provide for problem solving?

H. Does it teach a sense of personal and social responsibility?

I. Does it teach desirable attitudes towards oneself, his body, use of his body, and sex?

Once a program of Family Life Education has been implemented into a given curriculum, another challenge is immediately encountered -- that of evaluation of the program. Evaluation of teaching in terms of subject matter is a usual and comparatively easy process, but in terms of changed attitudes and standards the task is difficult and may cover decades.

It is realized that we are embarked on a long-range effort, and it will be exceedingly difficult, perhaps impossible, to measure the impact of the course on each individual boy or girl. Nevertheless, a beginning must be made. Some devices that could be used are surveys, questionnaires and interviews to obtain reactions of students, parents and teachers. In addition, the interest and concern of those in the community, and from professional leaders can be judged by their questions, comments and requests for information.

The foregoing guide is representative of the thinking and concern of people from various towns brought together by METRO and the Greater Hartford Community Council. It will not only be the responsibility of individual towns to evaluate this program, but also of METRO to actively promote Family Life Education. This could be regarded as a truly cooperative venture in metropolitan planning to provide a solution to common problems.

AREAS TO BE COVERED WITHIN THE TOTAL PROGRAM OF THE ELEMENTARY PROGRAM (K-6)

I. EMOTIONAL GROWTH AND DEVELOPMENT

Since the emotions play a large part in one's maturation and interpersonal relationships, it is desirable for elementary children to gain insight and understanding of their emotions. These early responses and attitudes provide the basis for development and growth.

A. Concepts

1. Emotions affect the behavior of individuals.
2. Each individual is unique in his potentialities and in his pattern and rate of development.
3. Young people should be led to realize for themselves the importance and responsibilities of personal relationships.
4. Leisure time activities affect the development of wholesome family morale.

B. Specific Goals

1. To promote emotional growth and increased self-understanding.
2. To assist children develop socially acceptable outlets of venting feelings such as love, anger, fear, jealousy and hate.
3. To help children prepare emotionally for their sex roles as mature adults.
4. To help children realize there are "good" feelings.
5. To help the children realize the interaction of self-acceptance and acceptance by, and of, others.
6. To help youth to accept the changes that occur in daily living: new members, deaths, moving, illness, divorces, remarriages and loss of jobs.
7. To foster excellence of mind and character, and to develop creative ability.
8. To create an awareness and acceptance of a person's normal individual differences in rates of growth and development.
9. To stimulate in the child the desire to be a friend to others and to learn how to be a friend.
10. To help youth learn to share.
11. To encourage youth to accept opportunities for leadership.
12. To help youth develop a feeling of being needed and loved.
13. To stress the importance of making decisions and accepting the consequences.

14. To promote leisure activities which are self-satisfying, enriching, and lasting.

15. To encourage participation in varied group activities.

C. Content

1. Behavior of individuals

a. Appreciation of good feelings
b. Understanding of, and in, situations involving:

(1) love
(2) anger
(3) fear
(4) jealousy
(5) hate
(6) grief

c. Acceptance of responsibility

2. Individual rate of development

a. Self-acceptance
b. Acceptance of others
c. Acceptance by others

3. Personal relationship

a. Sharing
b. Participation in group activities
c. Development of leadership qualities
d. Acceptance of criticism
e. Tolerance
f. Understanding of male and female roles in daily life

4. Use of leisure time

a. Selection of activities
b. Hobbies
c. Recreation

(1) individual
(2) small group
(3) large group

In the sixth grade the emotions and the systems of the body should be studied and reviewed in relation to each other and to the person as a whole.

II. PHYSICAL GROWTH AND DEVELOPMENT

Children are interested in their bodies, and are ready for scientific and direct teaching in the processes of total health. At these ages boys and girls should acquire a healthy attitude toward body functions. It is at this time also that they are less aware of each other than in later years and can receive this information objectively.

A. Concepts

1. Good health attitudes and habits are essential to wholesome living, and they are the responsibility of each individual.
2. The child must be helped to understand his body and its changes.
3. Living things reproduce their own kind.

B. Specific Goals

1. To provide and promote increased knowledge of practices which lead to good health.
2. To emphasize the importance of the relationship between health and personal appearance.
3. To create a desire to develop or to continue personal practices which lead to cleanliness and good grooming.
4. To create a desire for optimal nutritive needs.
5. To help the child distinguish between the use and abuse of alcohol, tobacco, drugs, and narcotics.
6. To build a respectful attitude toward the discussion of sex.
7. To help the child know, understand and respect the sex differences between boys and girls, with special emphasis on accepting physical changes during puberty.
8. To teach the child, and to promote the use of, the correct terminology in reference to the body.
9. To promote understanding and respect for all parts and systems of the body.
10. To create an atmosphere in which all can discuss with openness and lack of embarrassment the problems of growing up sexually.
11. To appreciate and respect the miracle of life.

C. Content

1. Good health attitudes and habits
   a. Good personal health habits
      (1) care of the body to enhance health and prevent disease
      (2) elimination habits
      (3) bathroom sanitation
      (4) washing of hands

b. Food and nutrition
c. Drugs, narcotics, alcohol, and tobacco

2. Knowledge of the body

a. Boys and girls are different
b. A survey of the tensystems of the body -- structure and function

(1) circulatory
(2) digestive
(3) endocrine
(4) excretory
(5) integumentary
(6) muscular
(7) nervous
(8) reproductive
(9) respiratory
(10) skeletal

3. Living things reproduce and make new life.

Education about reproduction should consist of a simple, direct biological approach to the anatomy of the sex organs, their functions, and the process of conception and birth.

a. How life begins in plants, fish, birds, mammals
b. Effects of glands on growth and development: i.e. the pituitary and reproductive glands in relation to

(1) physical growth - vary in individuals
(2) emotional growth - develop as boy, as girl

c. Human reproduction

(1) male anatomy and physiology

(a) testicles
(b) scrotum
(c) penis
(d) semen
(e) seminal emission

(2) female anatomy and physiology

(a) vulva
(b) vagina
(c) uterus
(d) fallopian tubes
(e) ovaries
(f) menstruation
(g) breasts

(3) how life starts -- fertilization

(a) egg cell
(b) sperm cell
(c) mating

1) sperm meets egg; join in fertilization
2) growth of fertilized egg

(d) multiple reproduction

(4) process of birth of a baby
(5) heredity
    (a) chromosomes
    (b) genes
    (c) fertilization
    (d) inherited characteristics

III. SOCIAL GROWTH AND DEVELOPMENT

Children need help and understanding in developing attitudes toward themselves, their family and other human beings.

A. Concepts

1. The family is the basic unit of our society.
2. The interdependent nature of family life requires that each member learn to assume his role as a member of the family group.
3. Family life is enriched by an appreciation of and respect for the factors that make up the physical and social environment.
4. The moral and spiritual values prevailing in the family group will help to shape family and community relationships.
5. The family unit exerts the major influence on the socialization and development of the child.
6. All people need to accept, appreciate and learn to seek recognized authority, guidance, and supervision.

B. Specific Goals

1. To create in the minds of future fathers and mothers an idea of home-conscious and home-loving families.
2. To foster a desire to adopt the behavior natural to and characteristic of one's role in our culture.
3. To develop a respect for and acceptance of social relationships.
4. To help the child understand the nature and purpose of the family and one's obligation to be a good family member, with loyalty, love and respect for the good family.
5. To encourage a better relationship between family and community.
6. To promote understanding of the worth of the individual regardless of race, creed, or economic circumstances.
7. To promote greater understanding between adults and youth.
8. To provide emotional and moral experiences which go beyond the material aspects of life.
9. To promote satisfactory relationships through moral and spiritual values.

C. Content

1. The child's
   a. Person as an individual
   b. Person in the family
      (1) child to mother

(2) child to father
(3) child to sibling
(4) child to grandparents

c. Person in the community

(1) child to peers
(2) child to school
(3) child to community

d. Family in the community

(1) church
(2) government
(3) service organizations

2. Moral and spiritual values with respect to

a. Race
b. Creed
c. Economic background
d. Ethnic groups

3. Socialization of the child

a. Parental care and influence
b. School personnel
c. Community officials

It is recommended that at the sixth grade level the entire area of family living be summarized, perhaps with some investigation of family life patterns in other societies (inside and outside the United States).

GENERAL DESIRED OUTCOMES - K-6

It is hoped that those using this guide to a curriculum will be aware that the creation of wholesome attitudes is far more important than the remembering of facts, and that wholesome attitudes are the foundation of a strong moral character. Many facts may be quickly forgotten, but the emotional responses and attitudes which accompany their learning tend to remain. It is hoped that the following outcomes will have a favorable influence on and will result in desirable practices.

1. An appreciation for all individuals in the family.
2. An appreciation for his own importance as a member of his family and a desire to contribute to his family's well-being.
3. A respect for the rights of others.
4. A knowledge of reproduction.
5. A wholesome respect for all parts of the body and a desire to learn and to use correct terminology in referring to them.
6. A desire to develop or to continue personal practices which lead to cleanliness and good grooming.
7. A knowledge and understanding of the masculine and feminine roles in our society.
8. A sense of respect and understanding concerning the complex nature of the human personality and its development.
9. An appreciation for one's family heritage (both hereditary and environmental) and an understanding of the part it plays in human growth and development.
10. An appreciation for the ability one has to control the direction of his own development and a desire to exercise this control to the greatest extent possible.
11. A willingness to understand and adjust to the health problems of all members of the family.
12. An appreciation for the values and enjoyment that can be gained from constructive solitary activities.
13. An appreciation for the uniqueness of each individual and for the ways in which all individuals are similar.
14. An appreciation for the integrated nature of man and the universe.
15. A desire to express one's emotions in socially constructive ways.
16. An acceptance of and appreciation for the complex physical, emotional, and social changes that one undergoes in the process of growing and developing into an adult.

TEACHING MATERIALS - K-6

Below is a listing of previewed instructional materials which may be helpful in the classroom teachers' presentation. This is an illustrative, not an exhaustive, list.

FILMS

K-3 Appreciating Our Parents, Connecticut State Department of Education, 10 minutes, Black and white/color

K-5 Human and Animal Beginnings, Henk-Newenhose, 1076 Longaker Road, Northbrook, Illinois, 60062, Color

5-6 Reproduction Among Mammals, Encyclopaedia Britannica, 10 minutes, Black and white

6-7 It's Wonderful Being a Girl, Modern Talking Pictures, 1212 Avenue of the Americas, New York, 10036

6-8 Human Growth, Connecticut State Department of Health, 19 minutes, Color

5-6 The Story of Menstruation, Connecticut State Department of Health, 20 minutes, Color

6-9 Girl To Woman, Churchill Films, 16 minutes, Color

6-9 Boy To Man, Churchill Films, 16 minutes, Color

CHARTS

Fricke, Irma: Beginning the Human Story: A New Baby in the Family, Scott, Foresman and Company, 1967. (Set of 12 color 20" x 20" with 16 page resource book)

BOOKS

Strain: New Patterns in Sex Teaching, Appleton, Century, Croft Revised Edition, 1951

Levine and Seligmann: A Baby Is Born, Golden, Revised Edition, 1966

Hofstein, Sade: The Human Story - Facts on Birth, Growth and Reproduction, Scott Foresman and Company, 1967

DeSchwienitz: Growing Up, Macmillan, 1965, Fourth Edition

Boyer, Brandt: Human Growth and Reproduction, Laidlaw Brothers, 1967

Gruenberge: The Wonderful Story of How You Were Born, Doubleday, 1952

OVERHEAD PROJECTION MATERIALS

School Health Education Study Materials Concept 1 (40 visuals)

Order from:

Visual Products 3M Company
Box 3100
2501 Hudson Road
St. Paul, Minnesota, 55119

FREE MATERIALS

"A Girl and Her Figure and You"

"What Will I Be From A to Z", Color, 1966

"Your Health - How Can You Help?", Color, 1967

"How Your Body Uses Food", Color. 1967

"Who Me?", Color, 1966

"A Boy And His Physique", Color, 1966

Order from:

Connecticut Dairy and Food Council
95 Niles Street
Hartford, Connecticut 06105

FOR THE TEACHER

"Growth Patterns and Sex Education", The Journal of School Health, Volumn XXXVII, Number 5a, May, 1967.

Order from:

The American School Health Association
515 East Main Street
Kent, Ohio 44240

FOR THE PARENTS AND TEACHERS

The Wonder of Sex, (Record), by Dr. and Mrs. J.C. Wilkie, 1966 Library of Congress #R66-3361 (Religious orientation)

Order from:

Hiltz Publishing Company
6300 Hamilton Avenue
Cincinnati, Ohio 45224

Human Growth, (Film), Connecticut State Department of Health, 19 minutes, Color

Request a reading list from:

SIECUS
1855 Broadway
New York, New York 10023

VOCABULARY K-3

Below is a vocabulary list the committee felt is essential in properly developing this program. This list is designed to be suggestive and not definitive.

abdomen
ability
affection
anus
attitude
behavior
bladder
born
bowel movement
boy
breast
breeding
code
conception
cooperate
creativity
culture
custom
democratic
discipline
elimination
fad
family
feelings
female
fertilize
fondle
fraternal
genitals
girl
glands
guidance
habit
hazard
housing
incubator
intercourse
interest
male
mammal
mating
mental health
morals
multiple births
muscle
navel
needs
nipple
nutrition
penis
pregnant
privilege
rectum
reproduction
respect
role
sex
social
society
sperm
testicles
twins
umbilical cord
urinate
urine
uterus
vagina
womb

VOCABULARY 4-6

adolescent
adrenal
afterbirth
ambition
birth canal
caesarean
chromosomes
circumcision
compensation
concept
conflict
convalescence
courtship
embryo
empathy
endocrine
environment
ethics
etiquette
evaluation
exploration
external
fallopian tube
feces
fetus
flexibility
foreskin
frustration
genes
goal
heredity
hormones
intercourse
internal
integrate
intensity
interaction
liability
management
maturation
menstruation
nocturnal emission
nucleus
ovary
ovum
palatable
parathyroid
personality
placenta
pelvis
pituitary
poise
prenatal
priority
protoplasm
psychology
puberty
relationship
resources
responsibility
scrotum
semen
sequence
standard
testes or testicles
tissue
thyroid
thymus
traits
vagina
vitality
vulva
wet dream

AREAS TO BE COVERED WITHIN THE TOTAL PROGRAM OF THE JUNIOR HIGH SCHOOL (7-9)

I. PHYSICAL GROWTH AND DEVELOPMENT

Continuing on up the educational ladder, one is faced with a very complex group of boys and girls -- those who wear the name tags of "junior high schoolers". These adolescents are now entering a very important phase of their total development. The process of growing and developing from children into adults is very complex and involves many physical, emotional, and social changes and adjustments.

In this first unit involving grades 7-9, not only is the physical development of the body considered, but several other areas that have definite physiological effects; drugs, alcohol, tobacco and venereal diseases. It should be realized that these areas have psychological effects as well, which will cause overlapping and necessitate integration into all areas of Family Life Education outlined for the junior high school.

A. Concepts

1. There is a universal and irreversible pattern of individual physical growth.
2. The increased strength and awareness of the sex drive finds expression in increased interest in relationships with members of the opposite sex, and in increased experimentation with masturbation.
3. Drug education encompasses an appreciation of the medical advantages of drugs as well as the problems of drug use and misuse.
4. Alcohol is neither the sole nor the exclusive cause of uncontrolled drinking or of alcoholism.
5. Instruction in the harmful effects of tobacco should enable the students to distinguish between fact and fiction and to make a responsible decision regarding the use of tobacco.
6. The prevention and control of disease, particularly venereal disease with its many ramifications -- moral, legal, social, educational, medical and personal.

B. Specific Goals

1. To instill an appreciation of the body and to encourage an attitude of respect toward it.
2. To give specific instructions in the care of the sexually maturing body.
3. To help young people accept the physical, emotional, and social changes of adolescence as a natural part of life processes.
4. To give young people the opportunity to critically explore the superstitions and fears surrounding sex and the reproductive process.

5. To help teenagers understand that the control of the use of themselves sexually is a social as well as a personal responsibility.

6. To appreciate the value of drugs and understand the effect of drugs within the body.

7. To encourage young people to accept responsibility for their own health and welfare as related to frequent exposure to alcoholic beverages.

8. To help teenagers understand that use of alcohol may be a social problem as well as a personal problem.

9. To encourage pupils to critically evaluate contemporary smoking habits and to adopt an attitude that is sensible and consistent with recently acquired knowledge.

10. To develop an understanding of the nature of syphilis and gonorrhea: their transmission, symptoms, treatment, and harmful effects.

C. Suggested Areas Of Content

1. A survey of the ten systems of the body.

   a. Structure
   b. Function

2. Reproduction

   a. Glandular changes that bring about the development of adolescence
   b. Secondary sex characteristics of the female
   c. Secondary sex characteristics of the male
   d. Sexual maturity and what it means

      (1) emotional changes
      (2) social changes
      (3) use of sex

         (a) dating
         (b) masturbation

   e. Reproductive processes

3. Drug education

   a. Types of drugs
   b. Contribution to man's well-being
   c. Dangers inherent in drug use

      (1) control
      (2) social reaction
      (3) education

4. Alcohol education

   a. Types of alcohol
   b. Bodily effects
   c. Use of alcohol in our society

      (1) reasons for drinking or not drinking (social or religious)
      (2) teenage drinking

   d. Alcoholism

5. Smoking

   a. Investigate smoking and its effects on the body, e.g., emphysema, lung cancer
   b. Discuss argument for and against smoking

6. Venereal diseases

   a. Syphilis
   b. Gonorrhea
   c. Control

D. Desired Outcomes -- Attitudes

1. A growing acceptance of and appreciation for the sexuality of oneself and others.

2. An acceptance of and appreciation for the complex physical changes that one undergoes in the process of growing and developing into an adult.

3. An acceptance of the sex drive as a natural, healthful force and an appreciation of its purpose and an understanding of the relationship of masturbation to the sex drive.

4. An acceptance of the knowledge that drugs do have sound medicinal value but their misuse can lead to socially unacceptable behavior.

5. To have gained a thorough knowledge of the total effects of alcohol, thus enabling the student to make mature judgements on its acceptance in his or her life.

6. An awareness of the physiological, psychological, and sociological implications in the use of tobacco.

7. Guided by knowledge and moral and common sense, any alert individual can guarantee himself freedom from contracting venereal disease or suffering its consequences.

II. THE FAMILY

Family living results in interactions among individuals with unique personalities, unique goals, unique needs. Therefore, problems naturally may be expected to develop within family units as a normal consequence of this interaction among unique individuals.

A. Concepts

1. Family is the basic community unit of any society.
2. Family living results in interaction among individuals with unique personalities, unique goals and unique needs.
3. Parents and children who live in unique families have special adjustments to make in family living, but are capable of making these adjustments so that healthful, happy family living can result.

B. Specific Goals

1. To encourage a positive attitude toward one's own family.
2. To develop an appreciation of the role of young people as good family members.
3. To foster the realization that although one does not come from a "typical" family, he may become a successful adult and have satisfying family relationships of his own and vice versa.
4. To help the child realize that different types of family structure have different implications for personal and family relationships.
5. To stimulate the adolescent to thoughtfully consider how to be an effective group member and at the same time maintain his own individuality and independence of thought.
6. To develop an awareness of the variances in ethnic groups in their approach to family living.

C. Suggested Areas Of Content

1. Family structures
   a. Purposes and functions of a family
   b. The "typical" family in the United States
   c. Other kinds of families in our society
      (1) matriarchal and/or patriarchal
      (2) divorced
      (3) foster parents
      (4) adopted children
   d. Development of the family as such
2. Different families have different approaches to family living
   a. Health
   b. Discipline
   c. Ways of expressing love and concern, hostility and aggression
   d. Religious attitudes and customs

3. Making adjustments to family members and situations within the unique family

4. The development of independence and sound judgement

   a. Kinds of problems commonly experienced by adolescents within the family
   b. Finding acceptable solutions to such problems
   c. Beliefs and standards of behavior are usually modified by experience and the growth process

D. Desired Outcomes -- Attitudes

1. An acceptance of self as a person worthy of respect.

2. An understanding of the necessity of authority in a society.

3. An acceptance of other persons as individuals worthy of respect and a desire to trust others with the respect due them.

4. An awareness that the family is the best social institution which usually provides love, security, and identity for its individual members.

5. An appreciation that the family provides the environment in which children are nurtured until they are able to become independent of their families and to marry and to establish families of their own.

6. An understanding of one's own family's mode of living and of the contribution each member makes to the lives of all other family members.

7. An awareness that many factors and forces influence the nature of family living for a particular culture, a particular community, a particular family and a particular individual family member.

III. RESPONSIBILITIES NOW AND FOR THE FUTURE

Although the family continues to influence the adolescent his social development requires increasing activity outside the home. Peer groups help the individual to make the transition from the close personal relationships of the family to the less personal relationships of the adult world. Peer groups provide avenues of exchange for teenagers; a way to act, opportunities for trial-and-error learning of adult roles, and security through a sense of belonging. Adolescents need assistance in choosing peer groups that are both satisfying and wholesome with respect to a value system which the adolescent has been given the opportunity to develop.

A. Concepts

1. Personality is the sum of all of an individual's characteristics and is usually expressed through his behavior and is experienced subjectively by his feelings.
2. Many factors and forces influence the quality of an individual's personality.
3. One of the most important factors that continues to shape an individual's personality is his own idea of what he would like his personality to become. He is capable of modifying many of the aspects of his personality which influence his ability to get along with other people.
4. The ways in which one expresses his emotions can either enhance or hinder his ability to get along with others.
5. There are personally and socially satisfying ways of expressing emotions. The emotionally mature individual tries to channel his emotional expressions into these constructive outlets.
6. The peer group is an important avenue through which the adolescent develops personal values, attitudes, social graces and both homo and heterosexual relationships.
7. Dating customs vary from one community to another, and from one culture to another.
8. Both boys and girls are responsible for the quality of interpersonal relationships developed through dating and other contacts.

B. Specific Goals

1. To help students understand and enjoy themselves as adolescents.
2. To instil a desire to achieve emotional maturity.
3. To help young people understand that their actions, in large part, are determined by their ideas about themselves and the world around them.
4. To explore specific ways of meeting personal sex needs that are both appropriate and satisfying for the junior high age.

5. To help pupils appreciate the universality of the emotions, of mixed and conflicting feelings of emotional "ups and downs".

6. To examine the many varieties of peer groups, the socially desirable and undesirable effects of each.

7. To demonstrate by varied learning experiences that social relationships can be improved by a combination of critical thinking and a willingness to try new ways.

8. To consider ways of establishing socially desirable and personally satisfying relationships with the opposite sex; to find solutions to practical dating problems.

9. To develop an understanding that mental illness, like physical illness, has various causes, degrees of severity and methods of treatment.

C. Suggested Areas Of Content

1. Each individual is unique

   a. Influence of heredity
   b. Influence of environment
   c. Interplay of home and environment

2. Personality development is a continuing process

   a. What is personality
   b. Factors influencing the development of personality
   c. What constitutes a desirable personality
   d. Improving your personality (self-evaluation)

3. Emotions

   a. Emotions are a part of personality

      (1) what are emotions
      (2) different kinds of emotions people have, i.e. fear, anger, love, etc.
      (3) what roles do emotions play in our lives

   b. Emotional maturity is an achievement

      (1) accepting feelings and directing behavior into socially acceptable channels
      (2) learning to express emotions without damage to self or others
      (3) satisfying personal needs in socially acceptable ways
      (4) considering and responding to the emotional needs of others

4. Purposes of the peer group and its activities

   a. Fulfills adolescent's need to belong
   b. Influences self-confidence
   c. Provides opportunity to learn social graces in homo and heterosexual settings
   d. Influences attitudes
   e. Fulfills girl's precocious interest in dating
   f. Helps to establish natural heterosexual relationships and relationships with one's own sex

5. Dating

   a. Purpose of dating

      (1) to learn about self
      (2) to learn about others
      (3) to learn about interpersonal relationships

   b. Responsibilities involved in dating

      (1) responsibilities of boys
      (2) responsibilities of girls

   c. Socially appropriate dating behavior
   d. Dating problems, patterns and behaviors

      (1) steady dating - pros and cons
      (2) necking and petting

   e. Developing and adhering to valid standards of conduct

   f. Dating is a step in the preparation for choosing a mate and marriage

6. Mental and emotional health

   a. Characteristics of mental and emotional health
   b. Influences upon mental and emotional health

      (1) heredity
      (2) intellect
      (3) family
      (4) peer group
      (5) community with school

   c. Normal variations in mental and emotional health

      (1) anxieties and tensions
      (2) frustrations and unhappiness
      (3) jealousy, envy, and resentment
      (4) related mental and emotional "highs"

   d. Variations in mental and emotional health which indicate illness

      (1) excessive anxiety
      (2) guilt
      (3) phobias
      (4) hysteria
      (5) compulsions
      (6) obsessions
      (7) delusions
      (8) hallucinations
      (9) hypochondria

D. <u>Desired Outcomes -- Attitudes</u>

   1. An acceptance and appreciation of the emotional dimension of being and of the human quality that emotional expression gives to personality.

   2. A desire to express one's emotions in constructive ways

3. An awareness that the behavior of the mentally ill person differs from the mentally healthy person more in degree than in kind.
4. An awareness that the normal range of emotional health encompasses a wide variety of qualitative emotional response.
5. An appreciation for the purpose of dating, and a desire to achieve these purposes through constructive dating experiences appropriate to one's level of development.
6. An appreciation for the importance of having appropriate limits set for one's behavior in dating and a desire to assume greater responsibility for establishing and adhering to one's own limits.
7. A respect for the attitudes of one's parents toward dating customs and behavior, a willingness to consider parental points of view when deciding upon dating practices.
8. An awareness that there is value in individual difference and also value in group identification.

IV. PERCEPTIONS -- PRESENT AND FUTURE

Adolescence is a turbulent stage of life, a period of the great upsurge in feelings related to sexual maturity and changes in the body; of development from dependence to independence; of continued groping toward individual identity; of reaching out socially into a world of conflicting values, standards, and modes of behavior. Young people should strive to become aware of their own individuality, how they "got that way" and where they are going. They should develop an intelligent approach to their own mental health, seek to understand their own needs and drives, and learn how to satisfy them in socially acceptable and personally satisfying ways.

In order to become a well-adjusted adult, the young person must adopt a system of values and beliefs that is clear to him and has real personal meaning. The adequate personality has convictions that give him a deep sense of responsibility and the courage to live life fully and creatively. Young people should be assisted toward the realization that their values and beliefs are an integral part of their personality and greatly determine their ability to become a fully functioning individual.

A. Concepts

1. One's own standards of belief and behavior as he grows toward maturity are influenced by what he is as a unique individual, what he wishes to become, and his interactions with the myriad factors and forces in his environment.
2. The role of the individual changes with his position on the life cycle.
3. Immediate and far-reaching goals need to be realistic.
4. A person can increase his chances of working out successful solutions to his problems by learning to use his intelligence, i.e., his ability to think through his problems, to find out what causes them, what the most promising solutions might be, and then acting or behaving on the basis of what he has discovered.
5. During adolescence, one of the most important factors that continues to shape an individual's personality is his own idea of what he would like his personality to become.
6. The knowledge and appreciation of the worthy use of leisure time and its contribution to the wholesome development of both the family and the individual.

B. Specific Goals

1. To help young people understand that their actions, in large part, are determined by their ideas about themselves and the world around them.
2. To lead to an awareness of their own values and beliefs and to a critical evaluation of them.

3. To point up the importance of deep personal convictions in the development of self-discipline and intelligent self-direction.

4. To foster a constructive attitude towards problems and problem solving.

5. To explore the benefit of recreation and discover ways of using leisure time for pleasure and personal development.

C. Suggested Areas Of Content

1. Ideas are a part of personality

   a. Recognize and interpret one's feelings
   b. Interpret actions of others and communicate with them
   c. Determine behavior and evaluate it

2. Values determine what is important and worthwhile

   a. Everyone has a system of values
   b. We are not aware of many of our values
   c. All values determine action even those we do not consciously recognize

3. Develop standards of belief and values

   a. Each person should feel responsible for the consequences of his own conduct
   b. Concept of brotherhood necessitates responding to the needs of others and should take precedence over selfish interests

4. Recreation can lead to improved physical and emotional health

   a. Family recreation
   b. Peer group recreation
   c. Individual recreation

D. Desired Outcomes -- Attitudes

1. An appreciation of the importance of developing and maintaining a reasonable consistency among one's philosphy of life values, standards of conduct and actions in specific situations.

2. An appreciation for the contribution teenagers can make to the leisure time activities and fellowship of family, and a desire to help plan and participate in such activities with other members of the family.

3. An awareness of the value of the proper place of leisure time and recreation in the total development of the personality.

TEACHING MATERIALS - 7-9

The instructional materials listed below have been previewed by the Junior High School Curriculum Committee for Family Life Education. They were selected as being of particular interest for presentation in conjunction with the specific content areas suggested in the Guide. This is not a complete listing of available material. Much of this material may be available in the Instructional Materials Centers of the towns or may be obtained from the agencies indicated.

FILMS

Act Your Age, Connecticut State Department of Education, 13½ minutes. Very good for self-evaluation of emotions to help overcome social handicaps that come with inability to grow up.

One In 20,000, ATS, 30 minutes. Shows the medical evidence supporting the link between smoking and lung cancer.

Human Growth, Connecticut State Department of Health, 19 minutes. Good for parents as well as grades 6, 7, and 8. Shows in diagrammatic form that growth involves bodily change.

Human Reproduction, University of Connecticut, 20 minutes, Color. For parental groups (PTA) and grades 8 and 9.

Boy To Man, Churchill Films, 16 minutes. Colored print superior to black and white. Useful for grades 7-9, and parents.

Girl To Woman, Churchill Films, 16 minutes. Good for 6th grade girls, also for grades 7 and 8 if this film has not been previously presented.

FILMSTRIP

The Miracle of Growth, Glenn Educational Films. 58 frames with teaching guide. Very good for menstruation and personal hygiene for girls.

FILMSTRIP AND RECORD

Being Responsible About Sex and Love, Society for Visual Education. 2 filmstrips:

1. Responsible Sexual Attitudes, 11 minutes, 54 frames;
2. Responsible Sexual Behavior, 10 minutes, 54 frames.

These could be used with mature 8th or 9th graders, especially girls.

VOCABULARY 7-9

In any Family Life Education course, questions will arise and will vary according to the maturity and experience of the group. Some boys and girls know only the usually unacceptable words. The teacher needs to be prepared for this and not prevent the question but tactfully teach the scientific terminology. Below is a suggested list of words which may be used on the junior high level, although many others may be either included or substituted.

abdomen
adolescent
abortion
alcoholism
anus
atypical
attitudes
barbituate
caesarian
cervix
chancre
chromosomes
clitoris
compulsions
conception
contraception
congenital
contraction
delusions
dominant
egg
ejaculation
embryo
emphysema
environment
erection
ethnic
eugenics
fallopian tube
fertilization
fetus
frustration
gland
genes
genitals
gonorrhea
guilt
half-brother
hallucinations
hallucinogens
heredity
homosexual
hymen
hypochondria
hysteria
infatuation
labor
lesbian
mating
marijuana
masturbation
matriarchal
menopause
menstruation
mental
mutation
neurosis
nuclei
opium
ovary
ovulation
ovum
obsessions
paternal
peer
pelvis
penicillin
penis
petting
phobias
physiology
pituitary
placenta
premarital intercourse
premarital relations
prostate gland
prostitution
psychiatrist
puberty
rehabilitation
scrotum
secretions
semen
seminal vesicle
sexual intercourse
sexual relations
sibling

sperm
step-sister
sterile
stimulant
syphilis
tampon
testes-testicle
trait
twins-Siamese, fraternal, identical
umbilical cord
uterus
urethra
vagina
values
venereal
virgin
womb

AREAS TO BE COVERED WITHIN THE TOTAL PROGRAM OF THE SENIOR HIGH SCHOOL (10-12)

I. UNDERSTANDING YOURSELF

In the senior high school, personality continues to develop on a more sophisticated level. The student should be given opportunities to further explore feelings and attitudes in regard to identity challenges particularly related to discovery of self and self in relation to others and the environment. This exploration is basic to young people as they attempt to feel and to find perspective in the social scheme of things.

A. Concepts

1. Personality development is a life-long process with developmental tasks to be accomplished at each level.
2. In the process of self-development the individual builds up a set of values which are important criteria for his decision-making.
3. The way in which an individual lives his life is dependent upon the development of a personal philosophy of life -- either explicit or implicit.
4. Individuals develop masculine and/or feminine behavior relative to themselves and the societal expectations surrounding male and female.

B. Specific Goals

1. To learn that during adolescence one of the most important factors that continues to shape an individual's personality is his own idea of what he is and what he would like his personality to become.
2. To recognize life as not always the stylized picture presented by mass media.
3. To understand that he is capable of modifying many of the aspects of his personality which influences his ability to reach his life goals and achieve satisfying interpersonal relationships.
4. To be able to control emotions effectively and still be able to use them pleasurably and constructively.
5. To understand that personality may be revealed or concealed through appearance and behavior.
6. To understand that behavior is influenced by the attitudes, values, and interpretation of environment that a person has accumulated through his experiences.
7. To understand that the individual's role in family and society is dependent upon his age and sex and social class.
8. To make constructive use of the decision-making process.

9. To understand the importance of suitable leisure time activities in relation to his total development and society's functioning.

10. To understand that one's philosophy of life is based in part upon his perception and understanding of the nature and purpose of living and of his role as a participant in the scheme of life.

C. Content

1. Your developing personality

   a. Realistic self-concept
   b. Directing emotions and living a life individually satisfying and socially acceptable
   c. Personal appearance
   d. Personal behavior
   e. Characteristics of maleness and femaleness
   f. Leisure time activities

2. Developing a philosophy of life

   a. Facing reality
   b. Decision-making
   c. Constructive action
   d. Identifying loyalties
   e. Beliefs and values
   f. Need of a moral code of ethics

D. Desired Outcomes -- Attitudes

1. An appreciation for the uniqueness of each human personality and a respect for each person's right to be himself within the limits of his social group.

2. A desire to develop attitudes and to acquire knowledge and understandings about himself, his own sex and the opposite sex, his family, his peers and others older or younger than himself.

II. THE TEENAGER IN THE FAMILY

At this time of life in the adolescent there is a tendency for a communications breakdown between teenagers and adults. There needs to be a strengthening, reestablishment or redefinition of communications. Sometimes conflicts may result when parental feelings of responsibility to guide and to supervise interfere with the mastery of developmental tasks of adolescents. To facilitate a solution to these conflicts the adolescent needs to understand the responsibilities, pressures, and changes parents face.

A. Concepts

1. The adolescent's perception of himself and his interpretation of his own role and the personalities and roles of other family members influences his interaction within the family.
2. Satisfying family relationships may be formed when there is respect, cooperation, communication and understanding among family members.

B. Specific Goals

1. To understand that there are many factors and forces which influence the nature of family living in a particular culture, a particular community, a particular family, and a particular family member.
2. To understand that each situation and stage of the family cycle brings new roles, problems, satisfactions, adjustments, and relationships to family members.
3. To understand that in family living there is interaction between parent and teenager, each with a unique personality, unique goals and unique needs.
4. To realize that problems naturally may be expected to develop within family units as a normal consequence of interaction and growth and change among unique individuals.

C. Content

1. Kinds of families
2. Roles of family members
3. Reciprocal needs of parents and youth
4. Problems in family relationships

D. Desired Outcomes -- Attitudes

1. An acceptance of the knowledge that healthy understandings of the family situation are basic to an individual's ability to adjust to this basic societal unit.
2. An individual's adjustment to the family can be reflected in his adjustment to the world.

III. BOY-GIRL RELATIONSHIPS

Young people are interested in and actively seeking values and attitudes thay can call their own. It is the responsibility of adults to help these young people find satisfying personal and acceptable social standards of behavior. The content of any unit on boy-girl relationships should present significant information in a meaningful way about real problems of real teenagers.

A. Concepts

1. Dating refers to the total behavior complex of relationships and interrelationships between the sexes.
2. Sexuality refers to one's subjective feelings of selfhood.

B. Specific Goals

1. To appreciate the importance of human relationships between boy-girl, child-parent, and youth-community.
2. To understand their own sexual feelings and feelings of sexuality.
3. To correct misinformation of the biology of sex.
4. To give adolescence an understanding that in the human being sex maturity is a part of the total maturity in a human being.
5. To understand the need to interpret and evaluate mass media and business' exploitive advertising, with respect to sex.
6. To understand that appropriate means of expressing sex drives lessens the problems for individuals and society.
7. To recognize that pornography includes those materials designed mainly to arouse base, corrupt, lewd emotions.
8. To improve physical health through knowledge and self-direction.
9. To understand that dating is one of the means by which boys and girls learn to understand each other as sexual beings.
10. To understand that often parents' attitudes toward dating customs and behavior arise from their natural concern for and interest in the total welfare of their offspring.
11. To understand that one's dating behavior is determined by one's perception of his self, his personality needs, knowledge of social skills, personal values and standards, and what he wants from life.

C. Content

1. Human sexuality
   a. Female reproductive system
   b. Male reproductive system

c. Normalcy of sexual feelings
d. Sexual relations
e. Conception, pregnancy, birth
f. Masturbation

2. Social problems

a. Influence of mass media
b. Premarital sex
c. Prostitution
d. Unwed mothers
e. Venereal disease
f. Homosexuality
g. Control of conception

(1) contraception
(2) abortion

h. Pornography
i. Smoking, alcohol and sex, drugs and narcotics

3. Dating

a. Purpose of dating
b. Reasons for parental concern
c. Characteristics of a good date
d. Dating behavior and its consequences

D. Desired Outcomes -- Attitudes

1. A willingness to develop a personal responsibility for one's self and one's decisions and actions.

2. A respect for the rights of others.

3. An appreciation of the value of dating relationships between the sexes.

IV. COURTSHIP AND MARRIAGE

To enable youth to look forward to a satisfying marriage, to reduce the incidence of divorce and personal misery by learning to cope with a bad situation, to understand the diverse problems facing the married couple, and the social adjustments that must be made, the meaning of love must be put in its proper perspective.

A. Concepts

1. A period of discussion and planning is essential to enable the couple to analyze the factors which influence relationships in courtship, engagement and marriage.
2. Building a lasting marriage is a life time process.
3. Many factors must be considered before one makes a mate choice.

B. Specific Goals

1. To understand one's self in relation to marital choice.
2. To understand one's own expectations of marriage, and of the marital roles of husband and wife.
3. To understand that the engagement period may serve many purposes or may serve none.
4. To understand the nature and purpose of marriage.
5. To understand that there are greater challenges involved in marriages between couples of vastly differing socio-economic, religious, ethnic or educational backgrounds.
6. To understand that marriage between two partners who recognize, accept, and cooperate in resolving problems resulting from background factors can build a successful marriage.
7. To understand that harmony between a newly founded family and the families of each marriage partner usually grows and develops from mutual concern, appreciation, acceptance and respect.
8. To understand the need for continual redefining the male and female concept in marriage in the light of significant social change.
9. To know that common values, life goals and interests may make marriage more satisfying.
10. To understand the possible effects of heredity and eugenics in relation to marriage and parenthood.
11. To know and understand that state laws govern the family as a unit and the welfare of each family member.
12. To understand the reasons for a thorough premarital physical examination.
13. To realize that the wedding ceremony has many different meanings.

14. To understand that change in social structure recognizes the right of the individual to freely choose or reject marriage as his way of fulfillment.

15. To understand the importance of establishing a mutually satisfying pattern of interaction between husband and wife early in marriage.

16. To understand that in the American way of life economic responsibilities, psychological adjustments and unique capabilities are sound reasons for combining work and marriage.

17. To understand that there are special areas to be considered when contemplating marriage during college years, in military service or other exceptional circumstances.

18. To understand that when differences cannot be resolved within the family unit, there are agencies and services within the community to assist the individual and/or the family, i.e., welfare agencies, private agencies, clergy, etc..

C. Content

1. The premarital period

a. Marriage: nature and motives
b. Self-understanding and marriage readiness
c. Dating and courtship
d. Love and infatuation
e. The variety of sex standards prior to marriage
f. Differences in background factors
g. Establishing new relationships with your parents
h. Masculine/feminine roles
i. Basis of mate selection

(1) individual needs
(2) social considerations

j. Early marriages
k. Heredity and eugenics
l. Engagement period
m. Wedding and honeymoon
n. Unmarried persons

2. Marital adjustments

a. Companionships and marital adjustments
b. Masculine and feminine roles in marriage
c. Sex adjustments in marriage
d. Combining work and marriage
e. Marriage in college or military service
f. Conflicts
g. Disorganization
h. Finances
i. Interfaith and interracial marriages

D. Desired Outcomes -- Attitudes

1. An appreciation for the knowledges, attitudes and understandings which will be useful in establishing his own

family unit and in developing a democratic way of life.

2. An understanding of the many factors which enable youth to make satisfying and probably enduring mate choices.

V. PARENTHOOD

In this unit an attempt is made to create in the minds of future fathers and mothers the concept that home-conscious, home-loving families strengthen the community, the nation and the world. It must also include an attempt to prepare students for change in the form of the family toward an emphasis on individual development and the ability to commit one's self.

A. Concepts

1. The parents have the major influence on the socialization and development of their children.
2. Families and communities share responsibility for those social factors which strengthen both family and community.

B. Specific Goals

1. To understand that with the privilege of parenthood come obligations to nurture and guide each child according to his own unique potential.
2. To understand that every child has the right to be wanted and to be assured adequate provision for care and love.
3. To understand that the prenatal period involves new adjustments on the part of husband, wife and other members of the family as it experiences the emotional and physical aspects of gestation, pregnancy and childbirth.
4. To understand that some knowledge of the developmental cycle and orderly growth patterns of children is required.
5. To understand that changing economic and social conditions bring about the need for readjustment in the family.
6. To be informed about family planning and the bases upon which related decisions should be made.
7. To recognize which factors strengthen the family unit.

C. Content

1. Establishing a family
   a. Responsibilities of parenthood
   b. Family planning, contraceptive information and abortion
   c. Adoption
2. Children in the family
   a. Prenatal period
   b. Rearing and disciplining children
   c. Exceptional children
   d. Education of children
   e. Adoption
   f. Influence of parents and children on each other
   g. "Atypical" situations (e.g. stepchildren, broken homes, etc.)

3. Strengthening family life

   a. Social-cultural forces
   b. Factors which unite

D. Desired Outcomes -- Attitudes

1. An appreciation of the significance of the family as basic unit in society and the impact it makes upon physical and mental health, values, and attitudes of members at each developmental stage.

2. An appreciation of the responsibilities, satisfactions and stresses of parenthood.

INSTRUCTIONAL MATERIALS LISTING - SENIOR HIGH

Resource Texts

Anderson, Wayne J., Design for Family Living, T.E. Denison and Company, 1966

Anderson, Wayne, How To Understand Sex, T.E. Denison and Company, 1966

Blood, Robert O., Marriage, Free Press, 1962

Bowman, Henry A., Marriage for Moderns, McGraw-Hill, 1965

Brighthill, Charles K., The Challenge of Leisure, Prentice-Hall, 1966

Brighthill, Charles K., Education for Leisure-Centered Living, The Stackpole Company, 1966

Brisbane, Holly, The Developing Child, Charles Bennett Company, 1962

Craig, Hazel T., Thresholds to Adult Living, Charles Bennett Company, 1962

Cosgrove, Marjorie and Mary Josey, About You, S.E.A., 1958

Duvall, Evelyn M., When You Marry, D.C. Heath Company, 1965

Duvall, Evelyn M., Family Living, 3rd Edition, Lippincott Company, 1967

Duvall, Evelyn M., The Art of Dating, Associated Press, 1967

Gesell, Ilg, Ames, Youth - The Years From Ten to Twelve, Harper Brothers, 1956

Hoeflin, R.M., Essentials of Family Living, John Wiley and Sons, Inc., 1960

Jersild, Arthur T., Child Psychology, 5th Edition, Prentice-Hall, 1960

Landis, Judson and Mary Landis, Personal Adjustment, Marriage and Family, Prentice-Hall, 1960

Lee, Alfred and Elizabeth B. Lee, Marriage and the Family, College Outline Series, Barnes and Noble, 1966

Michael, Donald N., The Next Generation, Vintage Book, 1965

Odenwald, Robert, M.D., Your Child's World, Image Books, 1963

Peterson, Eleanor M., Successful Living, Allyn and Bacon, Inc., 1961

Riehl, C.L., Family Nursing and Child Care, Charles Bennett Company, 1966

SIECUS - Educational pamphlets

Smart, M. and R. Smart, Living and Learning With Children, Houghton-Mifflin Company, 1961

Sorenson, Herbert and Marguerita Nolm, Psychology for Living, McGraw-Hill, Webster Division, 1964

Filmstrips/Records

Tobacco and Alcohol: The $50,000 Habit, Guidance Associates

The Tuned Out Generation, Guidance Associates

Sex - A Moral Dilemma for Teenagers, Guidance Associates

Values for Teenagers: The Choice is Yours, Guidance Associates

I Never Looked At It That Way Before, Guidance Associates

Films

Generation to Generation, McGraw-Hill, Color, Sound

Human Reproduction, McGraw-Hill, Color, Sound

Marriage and Family Living Series, McGraw-Hill, Color, Sound

The Game, University of Connecticut, Connecticut Mental Health, Color, Sound

Phoebe, University of Connecticut, Connecticut Mental Health, Black/white

One Quarter Million Teenagers, Connecticut State Department of Health, Color, Sound

How Do I Love Thee, Brigham Young University, Color, Sound

Early Marriage, Connecticut State Department of Health, Color Sound

The Innocent Party, Connecticut State Department of Health, Color, Sound

Who's Right, McGraw-Hill, Black/white

It Takes All Kinds, McGraw-Hill, Black/white

Records

How To Teach Children The Wonders of Sex, Hiltz Publishing Company

Overhead Projection Visuals

The Human Reproduction System, 3M Company

Marriage and the Family: Responsibilities and Privileges, 3M Company

Conception, Prenatal Development and Birth, 3M Company

VOCABULARY 10-12

abortion
abstinence
adultery
attitudes
betrothal
chastity
clitoris
community
concepts
concomitant
consanguinity
contraceptives
culture
developmental stages
developmental tasks
discipline
drugs
embryo
emotions
ethnic
eugenics
extended family
family life cycle
family planning
fetus
hormone
illegitimacy
impotence
incest
infatuation
infertility
infidelity
institution
interaction
intercourse
leisure
love
marriage
mass media
maturity
miscarriage
moral behavior
multiple births
narcotics
necking
nuclear family
nipple
nurture
orgasm
ovulant
personality
philosophy
pluralistic
pornography
potentialities
promiscuous
romance
self-concept
socio-economic
sterile
tradition
uniqueness
values

INSTRUCTIONAL MATERIAL RESOURCE LIST

For further information and materials, the following agencies maintain a film library or have resource material that can be obtained free, rented, or purchased.

American School Health Association, 515 East Main Street, Kent, Ohio 44240

Audiovisual Center, University of Connecticut, Storrs, Connecticut 06268

Public Health Education Section, Connecticut State Department of Health, Room 114, 79 Elm Street, Hartford, Connecticut

Dr. Russell Capen, Consultant, Audio Visual Education, Connecticut State Department of Education, State Office Building, Hartford, Connecticut

Metropolitan Effort Toward Regional Opportunity, Area Resource Center, University of Hartford, 104 University Hall, 200 Bloomfield Avenue,West Hartford, Connecticut

Tampax Corporation, Educational Department, 161 East 42nd. Street, New York, New York 10017

Association Films, Broad at Elm, Ridgefield, New Jersey

Modern Talking Picture Service, Summitt, New Jersey

Learning Resource Center, Audio Visual Department, West Hartford Board of Education, 7 Whiting Lane, West Hartford, Connecticut

Connecticut Dairy and Food Council, 95 Niles Street, Hartford, Connecticut

Ideal Pictures, 321 West 44th Street, New York, New York 10036

Bureau of Public Health Education, Connecticut State Department of Health, 165 Capitol Avenue, Hartford, Connecticut

Connecticut State Department of Mental Health, Room 55[illegible], 165 Capitol Avenue, Hartford, Connecticut

McGraw-Hill Book Company, Film Division, 327 West 42nd. Street, New York, New York 10036

Guidance Associates, Pleasantville, New York 10570

SIECUS, 1855 Broadway, New York, New York 10023

Society of Visual Education, 1435 Diversey Parkway, Chicago, Illinois, 60614

Visual Products, 3M Company, Box 2501 Hudson Road, St. Paul, Minnesota 55119

Cooperative Extension Services, University of Connecticut, Storrs, Connecticut 06268

Newington Hospital for Crippled Children, Newington, Connecticut

National Council on Family Relations, 1219 University Avenue, S.E., Minneapolis 14, Minnesota

Brigham Young University, Educational Media Service, Provo, Utah 84601

Visual Aid Service Center, University of Illinois, Division of University Extension, Champagne, Illinois

Hiltz Publishing Company, 6300 Hamilton Avenue, Cincinnati, Ohio 45224

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Gisell, Arnold and Ilg, Frances, The Child from Five to Ten, Harper Brothers, New York, 1946

Pamphlets and Publications

Family Life Education Provides a Needed Perspective for Human Behavior, School Health News, Minnesota Department of Health, Minneapolis, Minnesota, Fall, 1965

About You, Marjorie Cosgrove and Irma Unruh, Science Research Associates, Inc., Chicago, Illinois, 1952

Building Your Marriage, Evelyn Duvall, Public Affairs Pamphlet, New York, 1946

Concepts and Generalizations: Their Place in High School, A National Project Report, American Home Economics Association, Washington, D.C., 1967

Course of Study in Health Education, Division of Physical and Health Education, Philadelphia Public Schools, 1965

Curriculum Guide for Family Relations for High School Seniors, Bulletin No. 153, Kansas City, Missouri, 1965

Family Living for High Schools, Publication Sales Office, Brooklyn, New York, 1961

Illinois Teachers of Home Economics, Volume IX, No. 5, University of Illinois, Urbana, Illinois, 1965-1966

Growth Patterns and Sex Education (K-12), Journal of School Health, Vol. XXXVII, No. 5a, American School Health Association, Kent, Ohio, 1967

Journal of Home Economics, Vol. 57, No. 1, American Home Economics Association, Washington, D.C., 1965

Journal of Home Economics, Vol. 59, No. 6, American Home Economics Association, Washington, D.C., 1967

Journal of Marriage and the Family, Vol. 27, No. 4, Journal of the National Council on Family Relations, Minneapolis, Minnesota, 1965

Journal of Marriage and the Family, Vol. 29, No. 2, Journal of the National Council on Family Relations, Minneapolis, Minnesota, 1967

Journal of Obstetrics and Gynecology, Vol. 28, No. 6, Hoeber Medical Division, Harper and Row Publications, Reprint, 1966

Teacher's Handbook on Venereal Disease Education, William F. Schwartz, The American Association for Health, Physical Education and Recreation, Washington, D.C., 1965

Getting Started: A Pioneer Program in Health Guidance and Sex Education, Glen Cove Public Schools, Glen Cove, New York, 1967

Workbook for Use in Planning for Human Growth and Reproduction in the Elementary Curriculum, El Dorado County Schools, Diamond Springs, California, 1964

A Brief of the Curriculum in Health and Family Life Education, Public Schools of the District of Columbia, Washington, D.C., 1966

Health and Family Life Education - Junior High School, Public Schools of the District of Columbia, Washington, D.C., 1964

Health and Family Life Education - Senior High School, Public Schools of the District of Columbia, Washington, D.C., 1965

Teaching Family Life Education, The Toms River Program, Bureau of Publications, Columbia University, New York, 1962

Sex Education in the University City Public Schools, School District of University City, University City, Missouri

Reproductive System or Family Living Unit-Grade Five, Evanston, Illinois

Reproduction and Heredity-Science, Grade Nine, Publications Sales Office, Brooklyn, New York, 1966

The San Diego Sex Education Program, Public Schools Office, Health Education, San Diego, California

Family Life Education: Philosophy and Content, Family and Children's Service of Greater St. Louis, St. Louis, Missouri, 1965

Human Reproduction Venereal Disease Education - Grade VIII, Hamden Public Schools

Family Life Education Resource Guide, The Roanoke City Public Schools, Roanoke, Virginia, 1958

A Curriculum Guide in Sex Education, Helen Manley, State Publishing Company, St. Louis, Missouri, 1964, 1967

Secondary Health Education Guide to Better Health, State Office of Public Instruction, Olympia, Washington, 1966

Curriculum Guide for Family Living Education, Jefferson County Public Schools, Lakewood, Colorado, 1966

Course of Study for Family Life Education, San Antonio, Texas, 1954